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CL 615 Cross Cultural Leadership

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Recommended Citation

West, Russell W., "CL 615 Cross Cultural Leadership" (2003). *Syllabi*. Book 2373.
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CL615 Cross Cultural Leadership

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Spring 2003 ExL

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This course is designed to examine the role of culture and cultural dynamics in the selection/emergence and functioning of leadership. Primary attention will be given to leadership dynamics within the multicultural North American context. Consideration will also be given to American theories and models of leadership and their usefulness in other cultural contexts.

Learning Objectives of the Course

The course is discussional and interactive, designed around five books and related case studies. As this course is one of many in the Masters of Leadership, and is the only one to focus on intercultural aspect of leadership, the emphasis be on the impact of cultural variables on leadership practice, situations and participants within those contexts (leader/members).

1. Participants will articulate the role of a biblical missiology in the formation of a responsive framework for intercultural leadership competence and interaction for church workers. (Module One)
2. Participants will advance in the integration of their leadership knowledge by considering the intercultural relevance of core American leadership theories. *A Short History of Leadership Theory* and selected articles will be key texts in the achievement of this objective. (Module One)
3. Participants will be able to demonstrate how various layers of cultural influence—psychological, sociological, historiocultural, cultural--impact the leader/members relational exchange. *Communicating with Strangers* and selected articles will be key texts in the achievement of this objective. (Module Two)
4. Participants will be able to relate their own cultural self-identity to the the present multicultural moment in society, especially in matters such as such as race, gender, religion, class and politics. *Lifting the White Veil* and selected articles will be key texts in the achievement of this objective. (Module Three)
5. Participants will reflect on unconventional leadership competencies expected of intercultural ministry leaders, due to extremes of cultural differences found within the leadership situation and the interaction of cultural and racial histories. *Divided by Faith* and selected articles will be key texts in the achievement of this objective. (Module Four)
6. Participants will be able to select best practices for their own leadership ministries by selecting parallels in “the leadership/cultural integration challenge” found in the marketplace and ministry portrayals of the. past and expected leadership opportunities Participants will Explore cross cultural leadership ministry models. *Transcultural Management* and selected articles will be key texts in the achievement of this objective. (Module Five)

Terminal Objectives of the Master of Leadership Program

1. To articulate an understanding of the basic disciplines for cross cultural Christian leadership development.

2. To identify the most effective means for the development of a personal servant-hood leadership style while examining key strategies for developing other servant leaders,
3. To practice the basic disciplines for personal leadership development while participating in cross-cultural ministry and service,
4. To articulate key strategies for developing cross-cultural leadership and the basic awareness of the cultural dimensions of effective ministry,
5. To demonstrate an understanding of the four classic organizational frames
6. To recognize selected organizational change processes and how to resolve the inherent conflicts that accompany change
7. To lead individual Christians and Christian communities in responding to the needs, contexts, and insights of various cultural groups and marginalized communities in society and in the church.

Texts	Articles	Videos
<i>Short History of Lp Theory</i> ~ Due: 2/17 <i>Communicating with Strangers</i> ~ Due: 3/10 <i>Lifting the White Veil</i> ~ Due: 3/31 <i>Divided by Faith</i> ~ Due on: 4/21 <i>Transcultural Management</i> ~ 5/12	"A Theology of Mission" "Mindlessness in America" "Bona Fide Racists in Recovery" "How I Benefit from White Privilege" "Paper Thin Concern"	A Class Divided (On First Class) A Time to Kill (Rent) Gung Ho (Rent) "A Miracle in Memphis" (On First Class)

Anatomy of a Module

The course is comprised of five modules (each approximately three weeks long). Each module will be staged around three learning activities, each culminating in some kind of written activity: (1) *Journal Reflection*; (2) *Text Report*; and, (3) *Team Project*. The activities are sequenced the same way each module. Note: In addition to these learning activities, certain "housekeeping" assignments may be necessary, such as *orientation, pre and post leadership knowledge quiz, course and ExL customer service evaluations, etc.* The graphic and chart below provide overviews of the process.

Sample 3-Week Module



Assignments and Grading

1. *Intercultural Leadership Integration Paper*. The course process provides many different stimuli to help you achieve "mindfulness" about leadership and intercultural dynamics. Ultimately, you must be able to incorporate gleanings from these varied experiences into your own vision, values and practices. Using suggested headings and questions provided by the professor, develop a 10-12 page integration paper. The "A" quality grades will be earned when participants demonstrate, through creative and copious citation, original conceptual theoretical and practical integration of assigned readings, course discussions, gleanings you're your cultural immersion, etc. Value: 30%
2. *Cultural Immersion Case Study*. You will spend approximately 20 hours immersed in a cross-cultural context observing leadership and group interactions. From this experience,

you will write an 5-7 page case study with analysis about that group's leadership implicit and explicit values, practices, challenges and stories. You are expected to negotiate access to a group VERY different from your own; the immersion into this group should be new to you. You are expected to conduct cultural learning and leadership interviews with leaders and members from that group. A suggested lists of questions are provided. Post to your team folder by Monday, May 12 in Module Five; Send e-copy to professor for grading by the same date. Review all of the papers submitted by your team, selecting one for more in-depth discussion. Conduct a "conversation" with the writer of that paper, posing 3-5 questions that allow the writer to "teach" you about the intercultural leadership lessons they gained from this experience. Note: Check with professor if unsure your selected group qualifies. Value: 20% for Immersion Project.

3. *Current Events Review.* You will collect and assemble a folder of cross-cultural leadership "current events" clippings from newspapers, magazines and websites over the period of the semester. To this you will add a one-page overview that seeks to describe and analyze trends and occurring in families, your community, the Church and the world from a cross-cultural leadership perspective. This overview should demonstrate a theoretical and practical command of the reading for the semester. In other words, comment on the articles by referring to lessons gleaned during the reading.
4. *4-Mat Reading Reports.* Complete a 4-Mat Reading Report for each assigned text. No reports are due for the articles, rather these will be discussed in the dialogues. 35% for 4-Mat Reports, 7% per text.

Appendix A: The Schedule of Assignments

Learning Activities	Module #1 Feb 10~ Mar 2	Module #2 Mar 3 ~ Mar 23	Module #3 Mar 24 ~ Apr 13	Module #4 Apr 14 ~ May 4	Module #5 May 5 ~ May 23
Journal Reflections	Read: Mark 10:34-37 Luke 10:25-37 Luke 17:12-19 John 8:48 John 4:4-24 Philippians 2:1-11 Beyond this text, establish a theology of biblical leadership in scripture? Does "servant leadership" capture everything?	Review: "A Class Divided" Read: "Theology of Mission" and "Mindlessness in America" and Scriptures: Gen. 12:3 Matt. 28:18-20 Rom 12:8 Rev. 5:8,9 Reviewing these texts, what motive drives intercultural leadership interest for believers? What motivates non-believers? Why do people adversely discriminate on the basis of differences?	Rent/Review: "A Time to Kill" Read: "Bona Fide Racists in Recovery" and "How I Benefit from White Privilege" and Acts 10:1-34. What personal incidents caused you to revise your personal/social/cultural worldview? What do you value of your culture or yourself that the present organizational culture frustrates or forbids?	Review: "The Miracle in Memphis ~ CBN News" Read: "Paper Thin Concern" and Scriptures: Acts 11:19-26 Acts 15:1-33 Gal 2:1-14	Rent/Review: "Gung Ho" Read:
Text: Report Due/ Dialogue Question	<i>A Short History of Leadership Theory</i> Monday Feb. 17	<i>Communicating with Strangers</i> Monday Mar 10	<i>Lifting the White Veil</i> Monday Mar 31	<i>Divided by Faith</i> Monday Apr 21	<i>Transcultural Management</i> Monday May 12
Team Problem	~ Prepare an Intercultural Leadership Seminar on Powerpoint for Your Client	~ Write a Diversity Management Policy Consistent with Biblical Values for Your Client	~ Design a Media Crisis Response for Your Client Regarding their Recently-Publicized and Controversial Interracial Dating Policy	~ Plan a Racial Reconciliation Event Proposal for Your Client	~ Analyze and Revise the Implied Leadership Development Policy of GNM in "Is Ron God's Judgment?" Case Study. ~ Cultural Immersion Reports/Interaction in Team Folders
Chats with Prof	Feb 17 (Optional)	Mar 10 (Optional)	Mar 31 (Required)	Apr 21 (Optional)	May 12 (Optional)
Assignments Checklist	~ Review CDs ~ Take Leadership Quiz ~ Read Scriptures ~ Post Reflections ~ 4-Mat <i>Clinton</i> ~ Post Text Dialogue ~ <i>Team Makes Leadership Seminar</i>	~ Read 2 Articles ~ Read Scriptures ~ Post Reflections ~ 4-Mat <i>Gudykunst</i> ~ Post Text Dialogue ~ Team Writes Diversity Policy	~ Rent/Review Video ~ Read 1 Article ~ Read Scriptures ~ Post Reflections ~ 4-Mat Read <i>Hitchcock</i> ~ Post Text Dialogue ~ Team's Media Crisis Plan	~ Review Video ~ Read Case Study ~ Read Scriptures ~ Post Reflections ~ 4-Mat <i>Emerson</i> ~ Post Text Dialogue ~ Team Race Rec. Event	~ Review Video ~ Read Case Study ~ Read Scriptures ~ Post Reflections ~ 4-Mat <i>Atsushi</i> ~ Post Text Dialogue ~ Team: Integration Papers

Getting the Help You Need

REACHING ME: You may always contact me by posting questions to our class discussion center. You may also contact me for private questions via my online "office." If you feel more contact is needed to clarify your question, I am also happy to make phone appointments. Know that each of us in this class will probably be on different schedules, so go ahead and post anytime night or day, and folks will get back to you as they are able. I will be checking your discussions and e-mail to me Tuesday through Friday, one hour per day. In case of emergencies, simply use my "office" or personal e-mail address. I can almost always work around crises.

CLASS CALENDAR: Course begins (the flag will drop) on Monday, February__, noon (ET). On that Monday the first module will be accessible within the Course Center.

MODULES: A new module will be accessible every Monday by 12 noon (ET). Upon opening each module, you will find detailed instructions pertaining to the particular focus of that week of study. As was stated previously, these modules will consistently be found within the Course Center. In addition to posting each module on Monday of each week, I will be online throughout each week to answer any of your questions and respond to your comments.

SENDING EMAIL: Send ALL email to "My Office" icon. DO NOT Send to my personal email address. This instruction is related to my file and grade management plan.

ADDRESSING MAIL: In the "Subject" line, address all messages with the following 3-Part formula and order: 1. Module Number; 2. Professor's Assignment Description, 3. LAST NAME in Parenthesis, e.g., "Module 07, Case Study/Analysis, (Jones) "

ATTACHING FILES: Send attached files saved ONLY as ".RTF" files (Rich Text Format). RTF Files tend to transcend different software and formatting types (Apple, IBM, MSWord, Word Perfect). To find the "Save As" function, select "Control+S," then look for "File Name" window. Name your document according to the 3-Part formula. Then place your cursor in the window called "Save as Type." Select "Rich Text Format."

EXL SUPPORT:

- Technical Difficulties: exl_support@asburyseminary.edu or 859.858.2035
- Exl Academic Coach: Amy Jo Adams, exl_coach@asburyseminary.edu
- General Information: Kevin Osborn exl_director@asburyseminary.edu or 859.858.2191
- Interlibrary Loan Information: dorothy_james@asburyseminary.edu
- Library Reference: hannah_kirsch@asburyseminary.edu or 859.858.2189
- Bookstore: exlbooks@asburyseminary.edu or 859.858.4242

OBTAINING LIBRARY MATERIALS AND REFERENCE HELP

ExL students are encouraged to make use of local libraries. However, if they are unavailable or inadequate, you can also obtain library books and journal articles by mail from Asbury's B. L. Fisher Library. All requests for books and journal articles should be emailed to the ExL Reference Librarian, Hannah Kirsch (Hannah_Kirsch@asburyseminary.edu). Hannah will also assist ExL students with reference requests, using various online databases, or in doing research on a specific topic.

To request material from the B.L. Fisher Library, begin by searching the library's WebPac (online catalog of the library's holdings) or one of the journal databases available on the ExL Virtual Library web page (found in the Resource Center of your ExL classroom). Then send an email to Hannah citing the sources that you would like to request. If you need help searching the databases, do not hesitate to ask. Please allow 5-10 business days for all requests to be filled. ExL students are billed for the cost of photocopies (5 cents per page) and the cost of shipping. Express mail services (price varies according to weight) and faxing (\$1.50 for the first page and 25 cents for each additional page plus photocopy charges) are also available, but it will generally take 1-2 days from the receipt of the request for it to be processed, so it is important to plan ahead and make your requests early.